R E P O R T R E S U M E S

ED 013 362 08 AA 000 214

IDENTIFICATION AND DEVELOPMENT OF INSTRUMENTS FOR A STUDY OF THE EXPECTATIONS AND PERCEPTIONS OF THE STATE VOCATIONAL-TECHNICAL EDUCATION AGENCIES AND THEIR INFLUENCE UPON LOCAL PROGRAMS.

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REPORT NUMBER BR-5-8466 PUB DATE JAN 67
CONTRACT OEC-6-85-079
EDRS PRICE MF-$0.50 HC-$3.20 80P.

DESCRIPTORS- *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *STATE LICENSING BOARDS, *STATE FEDERAL SUPPORT, TESTS, *MEASUREMENT INSTRUMENTS, *TAXONOMY,

THE PURPOSES OF THIS PROJECT WERE (1) TO MAKE A THOROUGH REVIEW OF THE PERTINENT LITERATURE OF VOCATIONAL-TECHNICAL EDUCATION, (2) DEVELOP, AND TEST INSTRUMENTS DESIGNED TO FACILITATE A CONTEMPLATED MAJOR STUDY OF THE EXPECTATIONS AND PERCEPTIONS OF THE ROLES OF STATE VOCATIONAL AND TECHNICAL EDUCATION AGENCIES AND THE INFLUENCE WHICH THESE DEPARTMENTS HAVE UPON LOCAL SCHOOLS AND TEACHER EDUCATION PROGRAMS. A STANDARDIZED INSTRUMENT AND FORMAT FOR ITS ADMINISTRATION WERE DEVELOPED. INITIAL RESPONSES TO THE INSTRUMENT TENDED TO INDICATE THAT THERE IS A TAXONOMY OF EDUCATIONAL LEADERSHIP AND CHANGE. HOWEVER, IT DOES NOT APPEAR THAT THIS LEADERSHIP-CHANGE DIMENSION IS DISCRETE, BUT RATHER IS PART OF A CONTINUUM OF ACTIVITIES. THIS CONTINUUM MAY BE DESCRIBED AS HAVING TWO POLES--THE LEADERSHIP CHANGE DIMENSION AND THE REGULATION-INSPECTION DIMENSION. MOREOVER, IT APPEARS THAT THE INSTRUMENT DOES DIFFERENTIATE AMONG GROUPS OF RESPONDENTS CONCERNING THE ROLE OF THE STATE DIVISION OF VOCATIONAL EDUCATION AND DOES PROVIDE SOME INFORMATION ABOUT THE DIRECTION OF NEEDED CHANGE AS PERCEIVED BY RESPONDENTS. (TC)

5-8466

ED013362

FINAL REPORT

Project No. 5-8466

Contract No. OE-6-85-079

Identification and Development of Instruments for a Study of the Expectations and Perceptions of the State Vocational-Technical Education Agencies and Their Influence Upon Local Programs

January 1967

U.S. Department of
Health, Education, and Welfare
Office of Education
Bureau of Research

AA000214

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Allen Lee

January 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Table of Contents

		Page
I.	Introduction	1
	A. The Problem	1
	B. Review of the Literature	5
	C. Statement of Objectives	10
II.	Method	11
III.	Results	18
IV.	Discussion	21
V.	Conclusions	25
VI.	Summary	27
References		30

APPENDIX

The Group Interview Guide

Identification and Development of Instruments for a Study of the Expectations and Perceptions of the State Vocational-Technical Education Agencies and Their Influence Upon Local Programs

I. INTRODUCTION

A. The Problem

Subsequent to the advent of Smith-Hughes legislation, vocational education made numerous and significant contributions. Today, in the context of a broad, rapidly-changing, expanding and increasingly complex educational scene, there is need for marked change and improvement in both quality and quantity of vocational and technical education.

Continuously before us is the need to "see ourselves as others see us." That which we call vocational-technical education has sometimes been more stereotyped than desirable. The long powerful and effective "big three" in vocational education (agriculture, trade and industrial and home economics education) are more frequently challenged and criticized with many persons suggesting the need for adjusting, revising, combining, supplementing and strengthening these programs. Concurrently, some respected authorities caution against "throwing the baby out with the bath water."

The President's Panel of Consultants on Vocational Education (1963) and others have spotlighted such widespread deficiencies as:

1. Vocational offerings which are seriously limited in variety and in number of persons served

2. Programs which are not realistic in terms of the needs of labor

3. A lack of concern and provision for the estimated 21 million non-college graduates who are entering the labor market during the 1960's and the additional millions who need to be retrained in the years ahead

4. A need for more effective state leadership to influence local programs. (16)

Significant changes are occurring in state education agencies, including those agencies with responsibility for vocational-technical education. These changes are being precipitated by socio-economic developments and accelerated by federal legislation such as the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965.

Presumably, deficiencies in vocational and technical education programs of local schools can be reduced or eliminated through more effective leadership and influence from the state or national level. With increased Federal aid and changing roles for such agencies as the Office of Education, there is some apprehension about Federal control. There are those who contend the Federal government should not attempt to provide direct assistance to local school systems. Some Federal leadership and financial assistance are necessary--but these should be implemented through the appropriate state agency, which can best interpret state needs, look after state interests, serve as a buffer between local schools and the Federal government, assist with effective utilization of Federal aid and otherwise safeguard the national interests. The public may well laud the acts of Federal leadership which have periodically "saved the day" by filling voids created by state abdication or reluctance.

Assuming the American public will neither accept nor be asked to accept complete Federal financing and control, it becomes imperative that the state agencies assume or expand initiative for self-analysis and improvement of

their own organization, leadership, and service and effectiveness--and continually or periodically make and implement decisions to bring about improvement and adjustments necessary to meet the needs of changing times.

The current demands and criticisms of programs present a challenge serving to emphasize the need for continuing research and implementation of research findings in terms of philosophy, role, responsibilities, organization, function and projected planning of state level agencies.

The following remarks from the July, 1965, White House Conference on Education emphasize the need for an analysis of the role and function of state level educational agencies:

> ... Therefore, if our educational system is to continue to fulfill its functions of providing the skilled manpower we need, the intelligent and informed citizenry we demand and desire for all citizens, action must be taken now to find ways to strengthen our state governments that have the primary responsibility for providing educational opportunity. (18)

and

> ... Fourth, the role and function of state departments of education need considerable critical appraisal. Even a cursory examination of the existing patterns of state organization in this area reveals a lack of any clear-cut notion as to what the role and function of these departments should be.

Current demands and criticisms present a challenge for continuing research and implementation of research findings in terms of philosophy, role, organization, and

function of state level agencies.

The administration of education is founded upon a separate system of constitutional provisions, statutes, administrative regulations and procedures, and traditions in each state.

The State Division of Vocational Education (SDVE), as designated pursuant to Section 5 of the Smith-Hughes Act (1917:39 Stat. 929, Ch. 114: 20 USC 11-15, 16-18), as having sole responsibility for administration of the State Plan, must have a "... state staff sufficiently adequate to enable it to administer, supervise, and evaluate vocational education programs, services and activities under the State Plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained." (1) The SDVE is an agency established for the purpose of state level administration of vocational education and has certain characteristics of an organization. E.g.:

1. The SDVE can be located; there is an SDVE position or function which can be defined by reference groups

2. The SDVE is purposive; it has been established to meet and achieve certain needs and goals

3. The SDVE has been legitimated

4. The SDVE is a bureaucracy; it is characterized by hierarchial relationships structurally and functionally

5. The SDVE is a social system, and is part of the larger social system; it is staffed and interactive.

B. Review of the Literature

As society and education change, it becomes necessary for state education agencies to study and understand their function and their impact upon education and change. Many writers who have discussed the role of state education agencies wrote prior to education's rapid growth. Although much of the related literature pertains to the State Department of Education (SDE), it can be assumed that the State Division of Vocational Education (SDVE), as a unit within the SDE (in most states) is included.

The literature indicates commonness in the notions of the function of the State Department of Education. Beach, in 1950, identified three major roles or functions of State Departments of Education as leadership, regulatory, and operational. Within the leadership function were planning, researching, advising and consulting, coordinating, and public relations. (6)

Thurston and Roe have suggested that State Departments of Education have three functions: regulation, administration of special agencies and services, and leadership. (17)

The Council of Chief State School Officers has suggested that State Departments of Education have a leadership-regulatory role. (10)

A recent Office of Education report to the President and Congress discussed the role and function of state education agencies. This report pointed out the dynamic aspect of state education agencies, emphasizing current changes, and the changes needed, in state educational administration. The state educational agency was viewed both in terms of its traditional role and in terms of the emergent role which it has been--or should be--assuming to keep pace with the demands of today's society.

Although state boards of education were mainly clerical, statistical, and regulatory offices in the early years, the functions of these agencies have increased and broadened in scope as changes have taken place in American society. Legislative duties of the state boards, for example, were added when the federal government required such boards to control vocational education assistance under the Smith-Hughes Act of 1917 and later in the Vocational Rehabilitation (Smith-Bankhead) Act of 1920. (2)

and

The crucial role of the state education agency today is statewide leadership for educational planning, programs, and services. (3)

and

A recent dramatic increase in federally supported activities has induced a new major role for state education agencies; namely, state-wide planning, projecting and interpretation of educational development needs. Most state education agencies have been ill prepared to assume the added leadership responsibility. Significant for their supportive impact in strengthening and expanding the leadership roles of state education agencies are the vocational education laws, the vocational rehabilitation acts, and the National Defense Act. These programs provide funds not only for developing statewide programs, but for increasing state education agency capacity to provide appropriate services as well. (4)

By federal statute, the State Division of Vocational Education is given a regulatory role: PL88-210, Section 5(a); 3) "provides minimum qualifications..."; 5) "sets forth such fiscal control..."; 6) "provides assurances that the requirements of Section 7 will be complied with..."; 7) "provides for making such reports...". The same statute gives the State Division of Vocational Education responsibility for projecting employment needs, promoting cooperation between the vocational programs and the State Employment Service, and communicating vocational opportunities to local schools. There are differing roles prescribed by law.

Studies of State Departments of Education in several states have indicated a need for research and development in state school administration. A recent study in California arrived at the following conclusions (among others): (14)

1. The California State Department of Education, as the staff and administrative agency of the State Board of Education, has a vital role to play in State Level planning processes.

2. As it presently functions, the State Department of Education is not capable of its full potential in providing staff support to the process of educational development. Major changes are indicated.

A later study in California, although not directed at state level agencies, brought out the following observations: (15)

> The overlay of new substantive educational change on more traditional styles of administration and forms of organizational structure tends to result in relationships which:
>
> 1. Inhibit communication, understanding and agreement on the definition of goals and objectives for a school district;

2. Inhibit the development and coordination of plans and programs to achieve those goals and objectives, and;

3. Frustrate optimum utilization of valuable professional resources and the implementation of appropriate change.

It is apparent that genuine involvement of affected professional groups is necessary in effecting constructive change and that a highly specialized, compartmentalized, authoritarian organizational hierarchy tends to inhibit such change.

R. E. Bills studying the perceived actual and ideal roles of county superintendents and of staff at the State Department of Education in West Virginia, found four basic points of orientation of the role of the State Department. (8) These four were:

The Rendering of Service
The Promotion of Change
The Exercise of Control
A "Big Brother" or Overseer Function.

This study suggests that "the distinguishing features of an organization emerge not from the acceptance or rejection of these categories of role performance but in the relative emphasis assigned to each." (8)

In each of these studies and writings, the State Department of Education role is clearly pin-pointed as a combination of leadership and change on the one hand, and regulation and inspection on the other.

The initial chapters of Explorations in Role Analysis (13) helped delimit the problem and develop a

working definition of role. Further clarification of the problem was provided by Staff Leadership in Public Schools. (12) The instrumentation and response categories used in these studies offered helpful direction and also helped provide a framework for the concept of role consensus.

The 1960 edition of Evaluative Criteria for Secondary Schools (5) describes a format and criteria which have been extensively and successfully used in most states--and these have promise for adaptation to the needs of this study. The Evaluative Criteria has been widely used for accreditation purposes, which are not compatible with the intended use of the products of the study here proposed, but this does not detract from its usefulness.

A report of the West Virginia State Department of Education describes apparently successful use of the Fiedler Measure of Assumed Similarity-Opposite for determining pertinent measures or perceptions. Use was concurrently made of Q-Sort Data to make composite descriptions--a technique which has a bearing on instrumentation. The above study included composite descriptions of several groups which were intercorrelated with the resulting matrix factor analyzed. (9)

The Florida Scale of Educational and Civic Beliefs with its use of five factors (strongly agree, agree, neither agree nor disagree, disagree and strongly agree) illustrated a pattern which proved of value in the instrumentation, although the subject content of the instrument was not applicable.

Bernard Berelson (7) developed instruments regarding graduate programs which afforded many ideas for the instrumentation.

This review of literature found no instruments specifically developed to meet the particular needs of the

proposed study of the expectations and perceptions of the roles of state vocational and technical education agencies and the influence of these agencies upon local school and teacher education programs. However, several instruments were found which contributed to the process of designing, developing, testing and refining the instrument which was the focus of this study.

C. Statement of Objectives

The purpose of this study was to make possible a thorough review of pertinent literature and some identification, development and testing of instruments designed to facilitate a contemplated major study of the expectations and perceptions of the roles of state vocational and technical education agencies and the influence which these departments have upon local school and teacher education programs.

The specific objectives of this research effort were:

1. To identify, design and develop preliminary drafts of instruments to ascertain the expectations and perceptions of the role of state vocational and technical education agencies (specifically, those most often referred to as State Divisions, Bureaus or Departments of Vocational Education)

2. To field test preliminary drafts of the instruments in five or more states

3. To make some refinement of the initial drafts of these instruments based upon pragmatic experience

4. To produce instruments in acceptable form and present them to the Office of Education for approval as required by the Federal Reports Act of 1942

5. To determine an acceptable and/or preferable format of steps and procedures for applying the instruments.

II. METHOD

This research was done under the auspices of the University of California, School of Education, Dr. Theodore L. Reller, Dean.

J. Chester Swanson, Professor of Educational Administration and the director of the staff for the Panel of Consultants who prepared the report "Education for a Changing World of Work" has had a vested interest in the study here being reported. He is the coordinator for a major research and developmental project in vocational-technical education which began in January, 1966 (and for which the project here reported was somewhat of a prelude).

Director of this Project was Allen Lee, who has had experience as a teacher and administrator in both general and vocational education; served several years in the Oregon State Department of Education as Assistant Superintendent of Public Instruction; as administrator of a massive statewide foundation-sponsored program for the improvement of public school instruction and of teacher education, and to improve the role of the state department of education; as a consultant on the taxonomy and procedures for change in several states; as a guest lecturer at the University of Wisconsin (Madison); and as a consultant to the Office of Education in connection with the implementation of the Elementary and Secondary Education Act of 1965. He has served as principal investigator of two related projects

previously funded by the Office of Education, and in 1960-61 personally interviewed each of the fifty chief state school officers concerning their perceptions and interpretations of critical education issues in their states.

Professor Emeritus (University of California) and Director of "Designing Education for the Future" Edgar L. Morphet, was associated with this study on instrumentation, serving as a member of the advisory group and otherwise assisting from time to time as needed. He served several years in the Alabama and Florida State Departments of Education, was Chief of School Finance in the Office of Education for a period, has directed numerous studies, and has been co-author of several books in the field of education.

The procedures followed in the development of the instrument included the following steps (several were undertaken concurrently):

A. Formulation of hypotheses and rationale

B. A review of related literature and pertinent instruments

C. Development of a pool of items descriptive of the role and function of the state vocational education administrative agencies:

1. Through interaction with many persons in several disciplines

2. Through a review of literature.

D. Consideration of criteria for potential items for the instrument:

1. Did the item have face validity?

2. Were there multiple items for any role or function?

3. Was the item broadly applicable to vocational education (rather than limited segments, such as agriculture or trade and industrial education)?

4. Was the item stated objectively?

5. Could the information sought from the item be readily obtained from another source? (From reports, studies, state publications, etc.)

6. Could the item be classified as leadership-change or regulation-inspection?

7. Would the potential response to the item have significance and be of practical value to vocational-technical education administrators?

Items not meeting all criteria were eliminated from the instrument schedule.

E. Identification of groups of items (clusters) or areas relevant to educational change.

F. Preliminary formulation of items (statements and questions)

G. Preliminary formulation of plans for analysis.

H. Development of the format for the instrument.

I. Preparation of the initial instrument

J. Subjection of the initial draft to critiquing and editing by research design specialists and by practitioners (i.e., current state directors of vocational education and chief state school officers).

K. Review of the initial draft by representatives of various academic disciplines

L. Subjection of the instrument to field tests

M. Transference of responses to each item to punch cards for preliminary machine data processing

N. Refinement of the draft in the light of analyses of machine data processing of the item responses from the field tests

O. Repetition of the preceding steps (often ten or more times)

P. Production of the instrument for presentation to the Office of Education for approval (as required by federal statute).

As anticipated, the development of preliminary drafts of the instrument required a major amount of original work which was subjected to careful critiquing by a large group of consultants. Numerous individual and small group discussions were held with lay and professional persons from several disciplines.

Consultants such as chief state school officers, state directors of vocational education, university professors and researchers, community and junior college persons, local school personnel, economists and management analysts provided advice on various portions of the instrument. Items which survived the critiquing process were typed onto cards and sorted into two categories: 1) those which were pertinent to the change process (i.e., were related to setting goals, defining problems, research, program development, field testing of new programs, dissemination, and implementation or practice and 2) those related to inspection, compliance checking, maintaining minimum standards and regulation.

The items were incorporated in an instrument and field tested. Suggestions from the field test sample and

data obtained from the actual responses to the instrument were considered in redrafting the instrument.

Certain limitations had to be considered in developing the instrument and some compromises effected. Ideally, there would be a large number of respondents, and each respondent would be individually interviewed. Practically, as the number of respondents increased, the feasibility of using open-ended questions and solely individual interviews decreased. Because one of the strengths of this study lay in analyzing the perceptions and conceptual ideals of many people, the bulk of the items were phrased in a closed-end format and plans made to use group written interview techniques extensively. On the other hand, because it was necessary to explore some aspects in depth, there were open-ended questions to be used with selected respondents. Provision was made for more detailed comment in writing.

Each draft of the group instrument was subjected to a variety of treatments to persons who were requested to critique them. Some were submitted to intensive critiquing by consultants and committees in personal discussions. There were several large-scale field tests.

Following most of the several field tests, the instrument was revised and refined.

The procedure for the full-scale field tests was essentially the same in each situation. A state was selected for the field test site. Preliminary arrangements were made, a list of respondents was determined and time, date, and location were finalized.

In line with carefully formulated research design, selected respondents were invited to attend. The sample was purposefully selected to include people who could be expected to have knowledge of information which the instrument was designed to obtain.

After the respondents assembled they were given an overview of the field test procedure and briefed on what was expected of them. The respondents were divided into three groups and the instrument was administered. At the end of each session the respondents commented on the format, the procedure for administration, and whether or not the items were meaningful to them. These comments were summarized and recorded.

Examples of the more useful comments, in order of their frequency are summarized below along with the action taken to modify the instrument.

Comment: "The instrument is too long."

Action: The instrument was shortened more than 50% from the first to the final draft. Participant response time was cut from four hours to approximately one hour.

Comment: "The instructions are not clear."

Action: New instructions were developed. A minimum of instructions was placed in the respondent instrument. Specific answers to questions were identified and put in written form to insure uniformity in application of the instrument.

Comment: "The format of the instrument tends to bog the respondent down and detract from the data being solicited."

Action: The instrument was reformated with colored dividers between sections and simplified response procedures.

Comment: "The meaning of some items is not clear."

Action: These items were reworded and presented to consultants and staff committees for critiquing.

Comment: "Some items ask leading questions or are framed within a response category which slants the data."

Action: Standard and less evaluative response categories were incorporated into the instrument.

The instrument was subjected to further refinement on the basis of preliminary analyses of data secured from machine processing.

III. RESULTS

The methods and procedures described above were designed to meet specific objectives of the Project. Following are the results or accomplishments achieved for each objective:

Objective A: To identify, design and develop preliminary drafts of instruments for ascertaining the expectations and perceptions of the role of state agencies in vocational and technical education.

Results: Following methods and procedures described previously, several types and variations of instruments were identified, several were designed for the particular purposes of this Project, and several preliminary drafts of instruments were developed.

Objective B: To field test preliminary drafts of the instrument in five or more states.

Results: Preliminary drafts of the instruments were field tested in the States of Oregon, California, Illinois, Wisconsin and Ohio.

Objective C: To make some refinement of the initial drafts based upon pragmatic experience.

Results: The early drafts of the instruments were subsequently refined and pimproved repeatedly following full-scale field trails in Wyoming, Utah and Nevada. The procedures attendant to pursuing Objectives A, B, and C were characterized by a continuing process of critiquing and evaluation involving lay and professional persons.

Objective D: To produce instruments in form for subsequent use in the major research and developmental activities in vocational and technical education planned by the University of California, Berkeley.

Results: This objective was achieved. Note Appendix , which is a copy of the instruments produced and formally

accepted by the Internal Clearance Committee of the Office of Education.

Objective E: To determine an acceptable and preferable format of action for application of the instruments.

Results: Concurrently with the development and field testing of the several drafts of the instruments, procedures (format) for application of the instrument were designed, tested, revised, refined, and standardized. Following is an outline of the format finally settled upon as the most preferable, acceptable, and effective procedure for application of these instruments:

1. Formation, orientation and utilization of two national advisory committees. These committees were activated, and their support proved to be essential and a determining influence contributing to the success of application of the instruments

2. An orientation presentation and discussion with the National Association of State Directors of Vocational Education

3. Telephone and mail contacts by the Project Director with the chief state school officer and the state director of vocational education in each state to schedule a preliminary discussion

4. A meeting with such persons as the chief state school officer; the state director of vocational education and other staff in each state to explain purposes, procedures and potential benefits from application of the instruments--all of this designed to secure formal approval and active cooperation from each state, including specific dates

5. A follow-up letter from the Project Director to the State Director of Vocational Education confirming detailed

instructions and suggestions for arrangements, dates, etc.

6. A standard, uniform procedure for the actual application of the instrument (data gathering) includes the following steps in a meeting with selected respondents:

(a) An explanation of purposes and procedures including a flannel board presentation of "An Overview of the Project"

(b) A division of the respondents into smaller groups for the purpose of administering the instruments

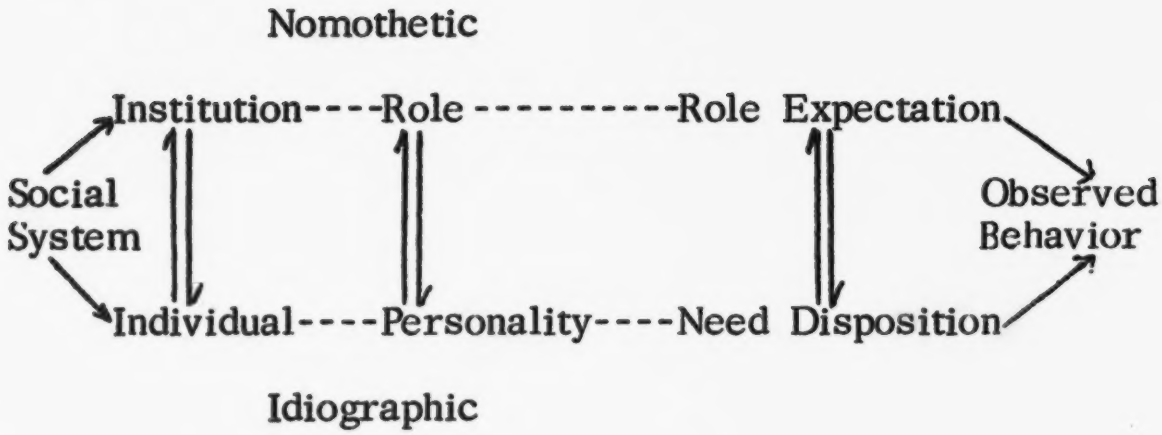
(c) A flannel board presentation of "The Process of Change"

(d) A general discussion session which provides opportunity for feed-back about the instrument through comments, criticisms, and suggestions.

IV. DISCUSSION

The Group Interview Guide, which was developed as a result of this study, was based upon the following rationale:

The SDVE has functions or roles which can be expressed in terms of expectations held for them. The Guba and Getzels construct may be helpful in conceptualizing this idea. (11)



In this construct, each succeeding term is the definitional unit for the preceding term. Thus, institution is defined in terms of role, and role in terms of role expectations. "Roles represent positions, offices, or statuses within the institution. The role itself may be described ... as the dynamic aspects of such positions, offices or statuses." (11) "A role has certain normative rights and duties, which may be termed role expectations." (11) "Since the role expectations may be formulated without reference to the particular individuals who will serve as the role incumbents, it is clear that the prescriptions do not depend upon individual perception or even on typical behavior. Although the expectations may be misperceived or even serve as points of departure for the actual role incumbents, their crucial significance as blueprints for what should be done is not thereby nullified." (11)

Expectations for the same role may be held by many people and may vary. To obtain data from a variety of people to help evolve some indication of the perceived actual and ideal SDVE role, a group instrument composed of general questions to be answered both by persons with an intimate understanding of the SDVE and by those with a less sophisticated knowledge of the SDVE was formulated.

The roles of state level education agencies have been described in the literature as being a combination of

leadership and regulation, with the emphasis upon regulation.*

For purposes of this project, it was possible to dichotomize the function of a state education agency into leadership-change and regulation-inspection acategories. Activities which related to leadership-change were conceptualized as being within a "Taxonomy of Change".** The seven major activities this taxonomy of change were defined as:

Goal Setting
Problem Definition
Research
Program Development
Field Testing
Dissemination
Implementation or Practice.

State education agency activities circumscribed by these seven categories can be classified as leadership activities. Activities which are not categorized by one or more of these seven major headings can be classified as regulation-inspection.

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* See Section I.B. of this report: Review of the Literature.

** A synthesis of individual discussions and workshop activities involving Dean Lindley Stiles, Drs. Philip Lambert and John Guy Fowlkes of the University of Wisconsin; Dr. Egon Guba of Ohio State University; Dr. Jack Culbertson of UCLA; Dr. Keith Goldhammer of the University of Oregon, and others. Refined from Cooperative Research Project #F-032 (Principal Investigator, Allen Lee), 1964.

Social science research has indicated that in order for change to be effected there needs to be involvement of those concerned. In fact, administration itself is an interactive social process. Thus the important concept of involvement must be included in the leadership-change framework. In education matters, this involvement can be thought of in general terms as embracing the various levels of influence represented by the Federal Government, the State Government, and the local school agency or district, and Higher education. The latter, often on the periphery of the three governmental jurisdictions, must be included for at least two major reasons: 1) its research function and 2) its role in teacher preparation. This concept of involvement for educational leadership includes both professional educators and lay persons.

Within this framework an array of statements descriptive of both the leadership-change and the regulation-inspection dimensions of state education agency functions was developed. This array of statements was critiqued, reduced in number, and field tested on a draft of the instrument. Items which met the field testing criteria were retained as items for the instruments, giving a total of 268 items.

To identify projected or needed changes in the role of the SDVE, the instrument needed to emphasize two dimensions: 1) perceptions (an IS dimension) and 2) expectations or conceptual ideals (a SHOULD dimension). The group instrument (see Appendix) was designed to identify and facilitate study of both dimensions.

V. CONCLUSIONS AND IMPLICATIONS

The central focus of this research was to locate, adapt, or design instruments appropriate for measuring the expectations and conceptual ideals of the roles of state vocational-technical agencies. The review of literature found no

existing instruments which met the need. Hence, the research effort then concentrated on design and development of an appropriate instrument.

Early consideration was given to the types of prospective respondents, as well as to analyses to be made of data gathered. Ideally, the instrument should have been designed and worded so as to be best understood by a specific kind of respondent. Project planning made obvious the need to utilize many kinds of respondents. Major consideration was given to the possibility of designing several instruments--each slanted toward a single type of respondent. Eventually, this was deemed to be impractical--primarily because of probable excessive costs in time and money which would be incurred in applying several types of instruments.

The decision was made to design one instrument for general application on a group interview basis, with possible later supplementation by one or more individual interview instruments. The potential usefulness of this group instrument hinged upon the extent to which it could cover pertinent subject areas, avoid leading questions, elicit frank responses, and be understood by a wide spectrum of lay and professional persons, constituting a very heterogeneous group.

As it became apparent the instrument would need to include 250 or more separate items, prospective problems of analysis were anticipated. The need for use of machine data processing became an obviously essential consideration in the design of the instrument. Subsequently, projected plans for analysis revealed the possibility of identifying clusters or groups of items which would provide significant findings, complementing each other and tending to confirm adequate comprehension on the part of respondents. Provision for analysis by clusters was incorporated in the design.

Despite some early apprehension by project staff that there might be some reluctance on the part of persons selected to respond to the instrument, as design and

procedures were refined, it was found that the respondents reacted with great interest and apparent frankness. During the discussion sessions following administration of the instrument in the later field trials respondents evidenced a high degree of satisfaction and appreciation for having been selected to participate in what they deemed to be worthwhile ctivity.

As a result of the development of a standardized format for the administration of the instrument, it was determined that the instrument could be readily administered to groups as few as two and as many as forty members. Also, it was found that consistency in administration was enhanced if respondents were not allowed to interact while completing the instrument.

Interaction with field test respondents, and preliminary analysis of field test data, indicated some possible implications for the future use of this instrument.

Role questions have traditionally been framed in terms of an individual incumbent of a position. It seems that valid responses can be elicited to questions about the role of an organization or institution within a system of organizations. This kind of formulation is in accord with current social systems theory, and is demonstrated by such questions as: "What is the role of the university?" or "What is the role of the state education agency?" Research on these kinds of questions would seem important in a society oriented toward organization.

This research represents an attempt to explore the concept of the role of an organization within a complex system.

Initial responses to the instrument tend to support one basic assumption underlying the instrument's development, namely, that there is a taxonomy of educational leadership and change which can be defined and delineated as:

1) goal setting, 2) problem definition, 3) research, 4) program development, 5) field testing, 6) dissemination, and 7) practice.

Moreover, it would seem that this leadership-change dimension of the role of the SDVE is not discrete, but is part of a continuum of activities which are pertinent and legitimate for the SDVE. This continuum may be described as having two poles: the leadership-change dimension and the regulation-inspection dimension.

In conclusion, it appears that the instrument does differentiate among groups of respondents concerning the perceptions and expectations of the role of the SDVE and does provide some information about the direction of needed change as perceived by respondents.

VI. SUMMARY

Today, in the context of a broad, rapidly changing, expanding and increasingly complex educational scene, there is need for marked change and improvement in both quantity and quality of vocational-technical education. There is a growing recognition that state agencies have an essential role in helping to reduce and eliminate present deficiencies in vocational and technical education in local schools.

Thus, the purpose of this Project was to make a thorough review of pertinent literature and to identify, develop and test instruments designed to facilitate a contemplated major study of the expectations and perceptions of the roles of state vocational and technical education agencies and the influence which these departments have upon local schools and teacher education programs.

A basic assumption underlying the methodology to achieve the purpose of the Project is that there is a

taxonomy of educational leadership and change which can be defined and delineated as: 1) goal setting, 2) problem definition, 3) research, 4) program development, 5) field-testing, 6) dissemination, and 7) practice.

Another assumption for purposes of this Project was that the function (role) of a state agency of vocational-technical education could be dichotomized into two dimensions: leadership-change and regulation-inspection.

Within this context, the following specific objectives for the research effort were pursued:

1) to identify, design and develop preliminary drafts of instruments for ascertaining the expectations and perceptions of the role of state vocational and technical education agencies.

2) to field test preliminary drafts of the instrument in five or more states.

3) to make some refinements of these instruments based upon pragmatic experience.

4) to produce instruments in acceptable form and present them to the Office of Education for approval as required by the Federal Reports Act of 1942.

5) to determine an acceptable and/or preferable format of steps and procedures for applying the instruments.

The review of literature yielded no existing instruments which ha been specifically developed to study the expectations and perceptions of the roles of state vocational and technical education. Hence, the research effort was directed toward the design and development of such an instrument.

Several types and variations of instruments were identified, several were designed for the particular purposes

of the Project, and several preliminary drafts of instruments were developed.

Initial drafts of the instruments were subjected to critiquing and editing by research design specialists, chief state school officers, and state directors of vocational education. The initial drafts were also reviewed by representatives of various academic disiplines.

Early consideration was given to the types of prospective respondents, as well as to analyses to be made of data gathered. Project planning made obvious the need to utilize many kinds of respondents representing a wide spectrum of lay and professional persons, and major consideration was given to the possibility of designing several instruments, each directed toward a single respondent group. However, this was deemed to be impractical, and the decision was made to design one instrument for general application on a group interview basis. The potential usefulness of this group instrument hinged upon the extent to which it could cover pertinent subject areas, avoid leading questions, elicit frank responses, and be understood by the very heterogeneous group of respondents.

It became apparent that such an instrument would need to include 250 or more individual items, posing a problem for subsequent analysis. The obvious need for machine processing of data was recognized and provision was made in the design of the instrument. Subsequently, projected plans for analysis revealed the possibility of identifying clusters or groups of items which were also incorporated into the design.

Each draft of the preliminary instrument was subjected to a form of field-testing, ranging from participation by respondents by mail to large-scale participation through field visits by project staff to the states of Oregon, California, Illinois, Wisconsin, Ohio, and Nevada.

After these field tests, the preliminary drafts were further refined and retested in the field in two full-scale tests in the states of Wyoming and Utah.

The procedures developed to produce the group interview guide can be characterized by a continuing process of critiquing and evaluating involving lay and professional persons.

A standardized format was developed for the administration of the instrument. As a result of field-tests, it was determined that the instrument could be readily administered to groups as few as two and as many as forty members. Also, it was found that consistency in administration was enhanced if respondents were not allowed to interact while completing the instrument.

This research represented an attempt to explore the concept of the role of an organization within a complex system.

Initial responses to the instrument tend to indicate that there is a taxonomy of educational leadership and change. However, it does not appear that this leadership-change dimension is discrete, but rather is part of a continuum of activities which are pertinent for the SDVE. This continuum may be described as having two poles: the leadership-change dimension and the regulation-inspection dimension.

Moreover, it appears that the instrument does differentiate among groups of respondents concerning the perceptions and expectations of the role of the SDVE and does provide some information about the direction of needed change as perceived by respondents.

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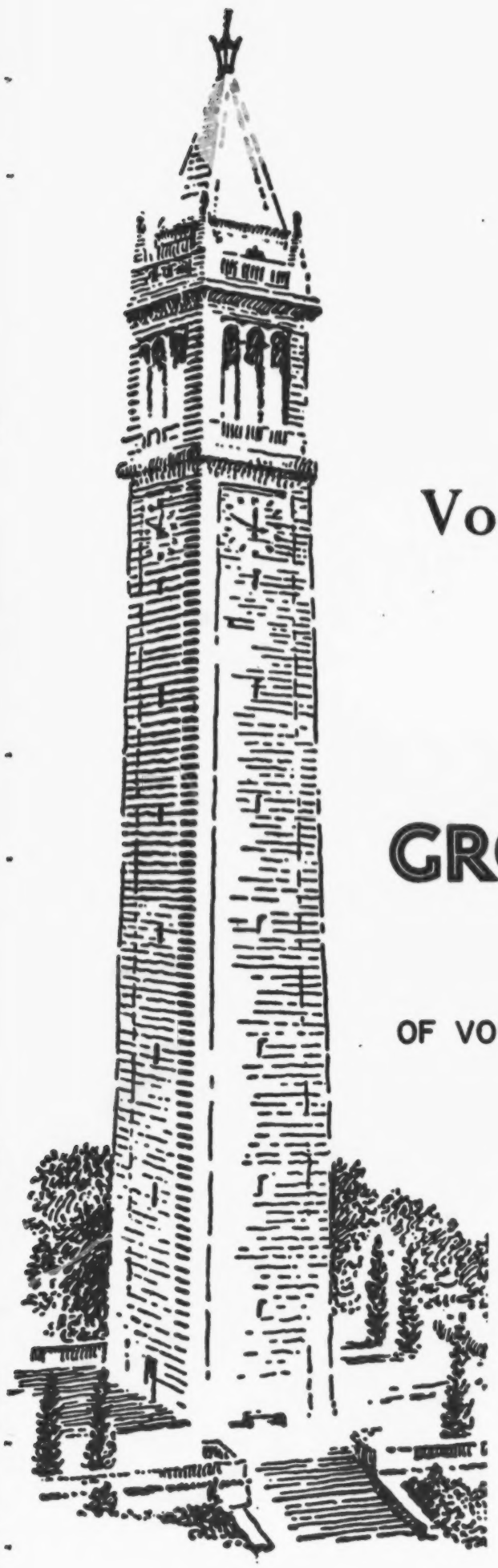

Program for Research and Development in Vocational - Technical Education

GROUP INTERVIEW GUIDE

FOR

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL–TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education
University of California
Berkeley, California

January 6, 1967

President of the University

Clark Kerr

Chairman of the Board of Regents

Theodore Meyer

Chancellor of the Berkeley Campus

Roger W. Heyns

Dean of the School of Education

Theodore L. Reller

Program for Research and Development in
Vocational-Technical Education

J. Chester Swanson . . . . Coordinator
Allen Lee . . . . . Director

GROUP INTERVIEW GUIDE

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education
Program for Research and Development
in Vocational-Technical Education
University of California
Berkeley, California

Foreword

The questions which follow are carefully structured to elicit your perceptions of current administration of vocational-technical administration at the state level.

We believe state-level administration to be characterized by much excellence--and yet there is ample room for improvement.

We are identifying the opinions of a cross section of the public in each state. Although you may or may not consider yourself qualified in administration, we want your perceptions of what is and your concept of the ideal for your state. We believe you are in a position to have valuable opinions regarding most of the questions.

Complete frankness on your part is essential. Although our research is in no way conceived as a "witch-hunting expedition," some persons (respondents) may be reluctant to speak frankly for fear of possible embarrassment at a later date. This instrument is designed so that your responses will not be identified with your name in our reports and research findings.

The material which follows is divided into two main parts:

1. Personal data (in order that we can identify the kinds of responses given by various kinds of people)

2. Seven groups of questions (designed to ascertain your perceptions, opinions and suggestions for maintaining the current status or for change).

We appreciate your cooperation in this research, and look forward to responses and reactions.

Allen Lee
Project Director

For Your Information

Names of individuals responding to this instrument will not be identified with specific responses. Summaries of findings in general for individual states will be given to the respective State Directors of Vocational Education for such disposition as deemed appropriate.

Other requests concerning use of this instrument and information on findings and related matters should be submitted to the Project Director who has sole responsibility on such matters. This policy was established for the best interests of all concerned.

_____

PERSONAL DATA

I. General Information:

A. State _____

B. Name _____

C. Age: 1. Less than 40 ____
2. From 41-50 ____
3. Over 50 ____

D. Check highest education level <u>completed</u>.
1. Some high school ____
2. High school graduate ____
3. Some college ____
4. College degree(s) ____

E. Are you now a member of a board of education?
1. Yes ___ No ___ Check one: Local___ State ___
2. Name of board _____

F. Are you now a member of an <u>advisory</u> board?
1. Yes ___ No ___ Check one: Local ___ State ___
2. Name of board _____

II. Major full-time work experience:

	Approx. no. years
A. Current Employment:	
1. Job Title _____	
2. Name of Employer _____ ..	____
B. Previous Work Experience:	
1. Professional, such as in medicine, dentistry, and law (do not include employment in education)	____
2. Agriculture Production	____
3. Manager or Proprietor	____
4. Sales	____
5. Office Occupation (e.g., secretarial, clerical, etc.)	____
6. Craftsman	____
7. Service Occupation	____
8. Unskilled Laborer	____
9. Military	____
10. Housewife	____

11. Teaching Experience:

	Approx. No. years Vocational	Approx. No. years General
a. Secondary	____	____
b. Post-Secondary	____	____
c. Higher Education ..	____	____
d. Other _____ ..	____	____ (54)

12. Education Administrative Experience:

	Approx. No. years Vocational	Approx. No. years General
a. Secondary	____	____
b. Post-Secondary	____	____
c. Higher Education ..	____	____
d. Other _____ ..	____	____ (67)

III. Education Board Experience:

	Approx. No. years
A. State Level	____
B. Local Level	____
C. Other _____ ..	____

IV. Advisory Board (Committee) Experience:

	Approx. No. years
A. State Level	____
B. Local Level	____
C. Other _____ ..	____

CD-1
42-79

V. Check to indicate:

	Urban Area	Rural Area
Where you have lived most of your life	☐	☐
Where most of your work experience has been	☐	☐

VI. Your average number and appraisal of yearly contacts with the Division (omit if you are an SDVE staff member):

Number		Appraisal	
None	____	Too often	____
1-15	____	Adequate	____
16-30	____	Too seldom	____
Over 30	____		

CD-2
9-12

CLARIFICATION OF TERMS

As you read the material which follows, occasionally you may have some doubt or question concerning the intended meaning of certain words.

Below are some brief explanations of a few terms used. (Please feel free to ask the group leader for additional clarification on these or other items at any time.)

Terms

1. DIVISION -- The state agency for vocational-technical education. Often known by such names as State Division (Bureau or Department) of Vocational Education.

2. DISSEMINATION -- Distribution of information concerning methods, materials and curricula in education.

3. FIELD TESTING -- Determining to what extent materials, methods and curricula may be successful and desirable by actual trial in existing situations.

4. GOAL SETTING -- Identifying and agreeing upon objectives and ideals in education.

5. IMPLEMENTATION -- Current practice such as method, materials, curricula and administration in schools and classrooms.

6. LOCAL SCHOOLS -- Grades 1-14 of public schools.

7. PLANNING -- Devising, designing and projecting method, system, manner, arrangements to achieve objectives.

8. POLICY FORMULATION -- Defining and establishing agreement concerning principles and guidelines which administrative officers shall follow.

9. PROBLEM DEFINITION -- Identifying obstacles or unsatisfactory situations (including finances, methods, materials, curricula, administration and training) which need change or improvement.

10. PROGRAM DEVELOPMENT -- Inventing, designing and refining combinations of methods, materials and subject matter.

11. RESEARCH -- Seeking new or better methods, materials and curricula in education.

SECTION I

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION I

Instructions:
Read each statement, and check one of the opposite boxes.

Code: SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

	SA	A	U	D	SD
1. Current programs meet existing needs	☐	☐	☐	☐	☐
2. Requirements for high school graduation discourage enrollment in vocational courses	☐	☐	☐	☐	☐
3. High school vocational education decreases the probability of students' meeting college entrance requirements	☐	☐	☐	☐	☐
4. Vocational courses should not be offered before grade 13	☐	☐	☐	☐	☐
5. Additional funds are essential if the need for vocational education is to be met	☐	☐	☐	☐	☐
6. Procedures for local districts to secure state vocational funds are efficient and uncomplicated	☐	☐	☐	☐	☐
7. State and Federal funds should be allocated to districts with the greatest capability for utilization	☐	☐	☐	☐	☐
8. Vocational education in high school decreases the probability for success in college	☐	☐	☐	☐	☐
9. The state agency (Division) for vocational-technical education should be an integral part of the State Department of Education	☐	☐	☐	☐	☐

	SA	A	U	D	SD*
10. Regulations of the Division are in need of change and up-dating ..	☐	☐	☐	☐	☐
11. Current training programs produce an adequate supply of competent teachers and administrators for vocational education	☐	☐	☐	☐	☐
12. Vocational education <u>should be</u> designed primarily for students who cannot succeed in general education	☐	☐	☐	☐	☐
13. Vocational education <u>is</u> designed primarily for students not adapted for success in general education	☐	☐	☐	☐	☐
14. Certification requirements for vocational teachers are outmoded	☐	☐	☐	☐	☐
15. High schools <u>are</u> primarily concerned with preparing students for college	☐	☐	☐	☐	☐
16. High schools <u>should be</u> primarily concerned with preparing students for college	☐	☐	☐	☐	☐
17. Inadequate salaries hamper recruitment of Division personnel	☐	☐	☐	☐	☐
18. The prestige of vocational education is lower than that of general education	☐	☐	☐	☐	☐
19. Vocational education needs drastic change for improvement ...	☐	☐	☐	☐	☐

*<u>SA</u> - Strongly Agree; <u>A</u> - Agree; <u>U</u> - Uncertain;
<u>D</u> - Disagree; <u>SD</u> - Strongly Disagree.

		SA	A	U	D	SD*
20.	Achievement of excellence is equally possible in both general and vocational education	☐	☐	☐	☐	☐
21.	Vocational training opportunities for women are generally adequate .	☐	☐	☐	☐	☐
22.	Occupational preparation should be a fundamental part of education	☐	☐	☐	☐	☐
23.	Increasing demands for specialized skills justify more emphasis upon vocational-technical education and less upon general education ..	☐	☐	☐	☐	☐
24.	Vocational education should be an integral part of a total education program rather than a separate kind of education	☐	☐	☐	☐	☐
25.	State-level implementation of recent Federal vocational acts adequately meets the intent of the legislation	☐	☐	☐	☐	☐
26.	Vocational education should serve a greater number of occupational areas	☐	☐	☐	☐	☐
27.	There is need to devote greater emphasis to designing new programs and revising old ones	☐	☐	☐	☐	☐
28.	Available funds are being efficiently utilized in vocational education	☐	☐	☐	☐	☐
29.	Vocational education lacks public appeal and needs an improved image	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

		SA	A	U	D	SD*
30.	High school vocational courses are more exploratory than vocational in nature	☐	☐	☐	☐	☐
31.	The Division should assume major responsibility for adapting vocational education programs to changing needs	☐	☐	☐	☐	☐
32.	Self-evaluation (supplemented by use of outside consultants) is more conducive to improvement of the Division than an evaluation done by outside sources alone	☐	☐	☐	☐	☐
33.	Vocational programs are often conducted with inadequate and obsolete facilities	☐	☐	☐	☐	☐
34.	The public schools are turning out large numbers of young people who are unqualified for employment	☐	☐	☐	☐	☐
35.	Local districts should have the major responsibility for the nature and extent of local vocational programs	☐	☐	☐	☐	☐
36.	Admission requirements for vocational programs exclude many who need the training	☐	☐	☐	☐	☐
37.	Vocational education is appropriate for students not adapted for success in the general program	☐	☐	☐	☐	☐
38.	Vocational education has tended to perpetuate stereotyped and rigid programs rather than to adapt to changing needs	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
39. The increasing complexity of education and the attendant challenges for understanding warrant less and less involvement of lay citizens in decision-making	☐	☐	☐	☐	☐
40. There is appreciable discrimination in vocational education based upon:					
a. Sex	☐	☐	☐	☐	☐
b. Age	☐	☐	☐	☐	☐
c. Religion	☐	☐	☐	☐	☐
d. Race	☐	☐	☐	☐	☐
41. Vocational education should be one of the major purposes of the two-year junior or community college	☐	☐	☐	☐	☐
42. There is a need for the development of a procedure and criteria for self-analysis of Division operations	☐	☐	☐	☐	☐
43. There is some social stigma attached to enrollment in vocational programs	☐	☐	☐	☐	☐
44. Existing Federal acts set vocational education apart from general education, creating an undesirable dual system	☐	☐	☐	☐	☐
45. Vocational education is appropriate for students who are well-adapted for success in general education	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
46. Due to the mobility of the population, heavy local tax loads, superiority of the Federal tax collecting machinery, etc., there should be more Federal financing of education ...	☐	☐	☐	☐	☐
47. It is possible to have major Federal financing of education and still maintain local control .	☐	☐	☐	☐	☐
48. The public should not fear Federal control of education	☐	☐	☐	☐	☐

49. Ideally, all public post-high school vocational-technical education (13th and 14th grades) should be under the jurisdiction of: (If you believe the responsibility should be divided, check more than one.)

a. Local Boards ..... ☐

b. State Board for Vocational Education ..... ☐

c. State Board of Education ..... ☐

d. State Board of Higher Education ..... ☐

e. Other _____ .... ☐

Comments:

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

50. State Division personnel should consult and advise:

a. Primarily with teachers ..... ☐

b. Primarily with administrators. ☐

c. With teachers and administrators equally ..... ☐ (69)

Comments:

51. Who does have and who should have responsibility for <u>determining</u> what in-service education is needed for personnel of vocational-technical programs in the state? (Check one or more in each column.)

	Does	Should
a. State Division	☐	☐
b. Local Schools	☐	☐
c. Teacher Education Institutions.....	☐	☐
d. Other:_____..	☐	☐

Comments:

CD-2
69-77

52. Who does have and who should have responsibility for providing in-service education for personnel of vocational-technical programs in the state? (Check one or more in each column.)

	Does	Should
a. State Division	☐	☐
b. Local Schools	☐	☐
c. Teacher Education Institutions	☐	☐
d. Others:_____..	☐	☐

Does and/or Should the Division:

	Does		Should	
53. Supervise private schools?	☐ Yes	☐ No	☐ Yes	☐ No
54. Set standards for certification of teachers?	☐ Yes	☐ No	☐ Yes	☐ No

CD-3
9-24
(21-24, 6)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION II

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION II

Instructions:

Read each statement, and then circle one letter in each of the two right-hand columns to indicate your perception of how frequently the Division DOES and SHOULD:

Code: A - Almost Always
B - Frequently
C - Occasionally
D - Seldom
E - Almost Never

How frequently DOES and how frequently SHOULD the Division:

		DOES					SHOULD				
1.	Consult with local district representatives on important vocational education matters? ..	A	B	C	D	E	A	B	C	D	E
2.	Work cooperatively with teacher education institutions?	A	B	C	D	E	A	B	C	D	E
3.	Assist local school districts with research design, writing proposals and securing funds for conducting research?	A	B	C	D	E	A	B	C	D	E
4.	Promote an environment for experimentation and innovation?	A	B	C	D	E	A	B	C	D	E
5.	Emphasize minimum standards? ...	A	B	C	D	E	A	B	C	D	E
6.	Provide consultative help?	A	B	C	D	E	A	B	C	D	E
7.	Provide for in-service development of Division personnel? ..	A	B	C	D	E	A	B	C	D	E
8.	Encourage evaluation and appraisal of local programs? ...	A	B	C	D	E	A	B	C	D	E
9.	Conduct studies?	A	B	C	D	E	A	B	C	D	E
10.	Exercise general supervision of local programs?	A	B	C	D	E	A	B	C	D	E

How frequently DOES and how frequently SHOULD the Division:	DOES	SHOULD
11. Exercise major responsibility for the nature and extent of local vocational programs?	A B C D E	A B C D E*
12. Utilize advisory groups?	A B C D E	A B C D E
13. Encourage field testing of new programs?	A B C D E	A B C D E
14. Determine and enforce minimum standards for facilities?	A B C D E	A B C D E
15. Inspect instructional programs?	A B C D E	A B C D E
16. Determine and enforce minimum standards for safety of students?	A B C D E	A B C D E
17. Inform the public about programs and needs?	A B C D E	A B C D E
18. Assume leadership for defining education goals?	A B C D E	A B C D E
19. Waive requirements (e.g., minimum standards) to allow experimentation and research? .	A B C D E	A B C D E
20. Disseminate information about teaching methods and materials?	A B C D E	A B C D E
21. Promote unity and balance between general and vocational education within the state? ...	A B C D E	A B C D E
22. Maintain adequate communications with the Legislature? ...	A B C D E	A B C D E

*A - Almost Always; B - Frequently; C - Occasionally; D - Seldom; E - Almost Never.

45-70
(65-66,X)

How frequently DOES and
how frequently SHOULD the Division:

	DOES	SHOULD
23. Evaluate its operations and organization?	A B C D E	A B C D E*
24. Assign responsibilities for regulation and leadership activities to separate persons?	A B C D E	A B C D E
25. Make decisions in vocational education with due regard for the total program of education?	A B C D E	A B C D E
26. Provide financial aid to encourage new programs even though this means reducing reimbursement for established programs?	A B C D E	A B C D E

*A - Almost Always; B - Frequently; C - Occasionally;
D - Seldom; E - Almost Never

71-80
(73-74, 76)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION III

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION III

Instructions:

Read each question, and then check one of the opposite boxes to indicate your perception or opinion.

Code: A - Of Extreme Importance
B - Of Moderate Importance
C - Of Little Importance

How IMPORTANT is it for the Division to:	A	B	C
1. Identify problems or obstacles which hinder the achievement of goals?	☐	☐	☐
2. Maintain records on school operation, enrollment, cost statistics, etc.?	☐	☐	☐
3. Promote unity and balance between general and vocational education within the state?	☐	☐	☐
4. Promote an environment favorable to experimentation and innovation?	☐	☐	☐
5. Provide for in-service development of Division personnel?	☐	☐	☐
6. Evaluate its operations and organization?	☐	☐	☐
7. Make decisions in vocational education with due regard for the total program of education?	☐	☐	☐
8. Encourage development of local leadership?	☐	☐	☐
9. Seek increased vocational funds?	☐	☐	☐
10. Develop uniform statewide curricula? ...	☐	☐	☐
11. Maintain a staff which is sensitive to needs of local districts?	☐	☐	☐

		A	B	C*
12.	Determine and enforce minimum standards for safety of students?	☐	☐	☐
13.	Provide consultative services to local districts?	☐	☐	☐
14.	Develop long range plans?	☐	☐	☐
15.	Check local district compliance with state regulations?	☐	☐	☐
16.	Encourage the participation of the public in policy formulation?	☐	☐	☐
17.	Represent the needs of vocational education before the public and the state government?	☐	☐	☐

*A - Of Extreme Importance; B - Of Moderate Importance;
C - Of Little Importance.

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION IV

INSTRUCTIONS

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. Please make whatever additional comments you have on the margins of any page.

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Thank you.

SECTION IV

Instructions:

Note each question, and then indicate your perception or opinion by circling one letter under DOES and one under SHOULD for each question.

Code: A - Almost Always
B - Frequently
C - Occasionally
D - Seldom
E - Almost Never

How frequently DOES and how frequently SHOULD the Division involve persons like you in

	DOES	SHOULD
1. Planning activities?	A B C D E	A B C D E
2. Formulating policy?	A B C D E	A B C D E
3. Determining its staff needs? ..	A B C D E	A B C D E
4. Promotional activities?	A B C D E	A B C D E
5. Evaluating itself?.....	A B C D E	A B C D E
6. Developing budget requests? ...	A B C D E	A B C D E
7. Setting goals?	A B C D E	A B C D E
8. Defining problems and assigning priorities?	A B C D E	A B C D E
9. Research activities?	A B C D E	A B C D E
10. Developing programs?	A B C D E	A B C D E
11. Disseminating information?	A B C D E	A B C D E
12. Field-testing new methods, materials, etc.?	A B C D E	A B C D E
13. Implementing new ideas and programs?	A B C D E	A B C D E
14. Appearing before legislative committees?	A B C D E	A B C D E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION V

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Thank you.

SECTION V

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code: A - Extensively
B - Some
C - Little
D - None
E - Don't Know

In PLANNING Division activities to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

	DOES	SHOULD
1. Division Personnel	A B C D E	A B C D E
2. Other State Department of Education Personnel	A B C D E	A B C D E
3. Chief State School Officer	A B C D E	A B C D E
4. State Vocational Director	A B C D E	A B C D E
5. State Board for Voc. Educ.	A B C D E	A B C D E
6. Legislators	A B C D E	A B C D E
7. State Finance Officer	A B C D E	A B C D E
8. U.S. Office of Education	A B C D E	A B C D E
9. Intermediate (County) Offices .	A B C D E	A B C D E
10. Local School Officials	A B C D E	A B C D E
11. Universities and Colleges	A B C D E	A B C D E
12. Community or Junior Colleges ..	A B C D E	A B C D E
13. Area Vocational Schools	A B C D E	A B C D E
14. Private Vocational Schools	A B C D E	A B C D E
15. State Advisory Council	A B C D E	A B C D E
16. Education Organizations	A B C D E	A B C D E
17. Other_____..	A B C D E	A B C D E

CD5
9-46
(39-42,½)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION VI

INSTRUCTIONS

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SECTION VI

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code: A - Extensively
B - Some
C - Little
D - None
E - Don't Know

In its own POLICY FORMULATION, to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

		DOES					SHOULD				
1.	Division Personnel	A	B	C	D	E	A	B	C	D	E
2.	Other State Department of Education Personnel	A	B	C	D	E	A	B	C	D	E
3.	Chief State School Officer	A	B	C	D	E	A	B	C	D	E
4.	State Vocational Director	A	B	C	D	E	A	B	C	D	E
5.	State Board for Voc. Educ.	A	B	C	D	E	A	B	C	D	E
6.	Legislators	A	B	C	D	E	A	B	C	D	E
7.	State Finance Officer	A	B	C	D	E	A	B	C	D	E
8.	U.S. Office of Education	A	B	C	D	E	A	B	C	D	E
9.	Intermediate (County) Offices ...	A	B	C	D	E	A	B	C	D	E
10.	Local School Officials	A	B	C	D	E	A	B	C	D	E
11.	Universities and Colleges	A	B	C	D	E	A	B	C	D	E
12.	Community or Junior Colleges	A	B	C	D	E	A	B	C	D	E
13.	Area Vocational Schools	A	B	C	D	E	A	B	C	D	E
14.	Private Vocational Schools	A	B	C	D	E	A	B	C	D	E
15.	State Advisory Council	A	B	C	D	E	A	B	C	D	E
16.	Education Organizations	A	B	C	D	E	A	B	C	D	E
17.	Other_____ ..	A	B	C	D	E	A	B	C	D	E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION VII

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Thank you .

SECTION VII

Circle one letter under each of the two right-hand columns.

To what extent DOES and to what extent SHOULD the Division involve itself in the following activities:

Code: A - Extensively
B - Some
C - Little
D - None
E - Don't Know

	DOES	SHOULD
1. Goal Setting	A B C D E	A B C D E
2. Problem Definition	A B C D E	A B C D E
3. Research	A B C D E	A B C D E
4. Program Development	A B C D E	A B C D E
5. Field Testing	A B C D E	A B C D E
6. Dissemination	A B C D E	A B C D E
7. Practice	A B C D E	A B C D E
8. Inspection and Regulation	A B C D E	A B C D E
9. Supervisory Visits	A B C D E	A B C D E
10. Preparation of Reports	A B C D E	A B C D E
11. Maintenance of Standards	A B C D E	A B C D E
12. Service to Districts	A B C D E	A B C D E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

1/6/67